|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Teacher: Amanda Ebbets*** | | | ***Subject: English 4 CP*** | | | | ***Grade: 12*** |
| ***Learning Goals: Adequately summarize characteristics of literary characters using blogs.*** | | | | | | | |
| ***Standards SCELA/Common Core*** | * **3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.** * **13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.** * **6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences** * **1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings** | | | | | | |
|
|
| ***Benchmark(s)*** | * Students will individually create blog entries as a journal for characters in *Pride and Prejudice* by Jane Austen. | | | | | | |
|
|
|
| ***Indicator(s)*** | * Students will earn participation and homework points based on the quality of their work. | | | | | | |
|
|
|
| ***What will students know and be able to do at the end of the lesson?***   1. Students will know and analyze the different characters in *Pride and Prejudice.* 2. Students will be able to effectively create and maintain a blog. | | | | | | | |
|
|
|
| ***Student Background Knowledge and Experience*** | | | | | | | |
| ***Student prior knowledge and skills:***   * **Students will learn how to create a blog through a presentation in class.** * **Students will know background information on the novel through a class discussion.** * **Students will continue to gain knowledge on the novel as we read it.** | | | | ***Accommodations for Diversity (if applicable):*** | | | |
|
| ***Instructional Procedures: I will go through the process of creating a blog in class.*** | | | | | | | |
| ***Content Summary (concepts and essential understandings):***  ***At the end of this assignment, students should be able to distinguish characteristics of each character in Pride and Prejudice. They should also be able to analyze how the situations in the book affect each character’s actions. Students will also be capable of creating and maintaining a blog.*** | | | | | | | |
|
|
| ***Teaching Methods:***   * In-class presentation * Individual practice * Class discussions * Internet websites | | | | | | | |
|
|
| ***Student Grouping:  Individual*** | | | | | ***Interdisciplinary Strategies:*** | ***Reading Strategies:*** | |
|
| ***Resources and Materials*** | | | | | | | |
| ***Written Texts:***  ***Pride and Prejudice*** | | ***Oral Media:*** | | ***Visual Media:***  Presentation on creation of a blog | | ***Technology:***  ***Computer, internet and blogging.*** | |
|
| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | |
| ***Opening:***  ***Present and discuss activity. Present blog creation. Assign characters.*** | | | | | | | |
| ***Main Activities:***  ***Class discussions throughout duration of book.*** | | | | | | | |
|
|
| ***Closing:***  ***A character quiz to determine adequate understanding.*** | | | | | | | |
|
|
| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)***  ***See Below*** | | | | | | | |
| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | |
|  | | | | | | | |
| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | |
|  | | | | | | | |
|
|
|

***Pride and Prejudice* Blog Assignment**

Each student will be assigned a character from *Pride and Prejudice* by Jane Austen. Each student will be responsible for making two blog posts a week throughout the duration of the reading. These blog posts will act as journal entries for that specific character. Students will discuss the feelings and thoughts of their specific character using out point in the novel for reference. Students will be required to comment on at least four of their peers posts each week throughout the duration of the reading. Each blog post should be at least 150 words long. Student’s will have an opportunity to gain 24 points each week (12 per blog) that will go towards their homework and participation score.

|  |  |  |  |
| --- | --- | --- | --- |
| 4 Points | 3 Points | 2 Points | 1 Point |
| Post adequately describes character’s thoughts and feelings at our point in the novel. | Post mostly describes character’s thoughts and feelings at our point in the novel. | Post somewhat describes character’s thoughts and feelings at our point in the novel. | Post does not describe character’s thoughts and feelings at our point in the novel. |
| Post is on time with at least 150 words and has no grammatical errors. | Post is on time with at least 150 words and some grammatical errors. | Post is on time with at least 150 words and has many grammatical errors. | Post is not on time or has less than 150 words, and has grammatical errors. |
| Student responds respectfully to at least four of his/her peers posts each week (two for each blog post) with adequate comments regarding that character. | Student responds respectfully to at least four of their peers posts each week, but with comments that are lacking substance. | Student does not respond to at least four of his/her peer’s posts, but have sufficient comments. | Student does not respond to at least four of his/her peer’s posts, and the comments he/she does have are lacking substance. |